

## **Indiana Standards Addressed in These Lessons**

### **6<sup>th</sup> Grade Social Studies Standards**

6.1.16 Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries. (Individuals, Society and Culture)

**Example:** Liberalism\*, conservatism\*, nationalism\*, socialism\*, communism\*, fascism\* and popular sovereignty\*

\* liberalism: a theory of government that pertains to individuals' personal and private rights to liberty

\* conservatism: a philosophy based on gradual development, tradition and social stability, and maintaining established institutions and customs

\* nationalism: the belief that groups of people are bound together by cultural, ethnic and territorial links

\* socialism: an economic and political system based on government control of all businesses, lands and natural resources

\* communism: a theoretical economic and political system where property is collectively owned and society is organized for the benefit of all its members

\* fascism: a totalitarian form of government that promotes a form of nationalism in which the goals of the nation are more important than those of the individual. Nazism, a German form of fascism, considered Jews to be the greatest threat to the nation.

\* popular sovereignty: governing power belongs to all the people and is a synonym for democracy, but it emphasizes the belief that everyone is politically equal

6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

6.1.24 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

**Example:** The role of women as property owners in medieval society, slave trade in Europe and the decline of the Mayan civilization

6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.

**Example:** Use a variety of information resources\* to compare the constitutional governments of the United States with that of Canada or the United Kingdom.

\* information resources: print media, such as books, magazines and newspapers; electronic media such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

**Example:** Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

## **6<sup>th</sup> Grade Language Arts Standards**

- 6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.
- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.  
**Example:** Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.  
**Example:** Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.
- 6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.  
**Example:** After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.
- 6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.
- 6.5.4 Write responses to literature that:
- develop an interpretation that shows careful reading, understanding, and insight.
  - organize the interpretation around several clear ideas.
  - support statements with evidence from the text.
- Example:** After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.

## **7<sup>th</sup> Grade Social Studies Standards**

- 7.1.20 Draw on visual, literary and musical sources to describe the development and transmission of culture over time. (Individuals, Society and Culture)

**Example:** The travels of Marco Polo, slave trade, Japanese colonization and European colonization in Africa

- 7.1.21 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

**Example:** Independence movements in South Africa and India and the settlement of Australia

- 7.1.22 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

- 7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

**Example:** Compare methods of voting, participation in voluntary organizations and participation in government in Japan, China, South Africa, Egypt and Australia.

## **7<sup>th</sup> Grade Language Arts Standards**

- 7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

**Example:** Use the text to clarify the meaning of the word *pickle* in the sentence *Apply the pickle, an acid solution, to the metal surface.*

- 7.2.3 Analyze text that uses the cause-and-effect organizational pattern.

**Example:** Use a comparison chart, such as a T-chart, to illustrate causes and effects.

- 7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

- 7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.

- 7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Example:** React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.

- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

- 7.5.5 Write summaries of reading materials that:

- include the main ideas and most significant details.
- use the student's own words, except for quotations.
- reflect underlying meaning, not just the superficial details.

**Example:** To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

- 7.7.2 Determine the speaker's attitude toward the subject.

- 7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

## **8<sup>th</sup> Grade Social Studies Standards**

8.1.12 Explain the main issues, decisions and consequences of landmark Supreme Court cases.

**Example:** Marbury v. Madison (1803), McCulloch v. Maryland (1819) and Gibbons v. Ogden (1824)

8.1.16 Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

**Example:** Missouri Compromise (1820), The Compromise of 1850 and the Kansas-Nebraska Act (1854)

8.1.19 Explain the influence of early individual social reformers and movements. (Individuals, Society and Culture)

**Example:** Elizabeth Cady Stanton, Horace Mann, Dorothea Dix, Lucretia Mott, Robert Owen, abolition movement, temperance movement and utopian movements

8.1.21 Describe the importance of key events and individuals in the Civil War.

**Example:** Events: The battles of Manassas, Antietam, Vicksburg and Gettysburg; and the Emancipation Proclamation and Gettysburg Address (1861–1865); People: Jefferson Davis, Stephen A. Douglas, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, William T. Sherman and Thaddeus Stevens

8.1.22 Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.

8.1.24 Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights and Native American Indian removal. (Individuals, Society and Culture)

**Example:** Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Henry Ward Beecher, Roger Taney, Frederick Douglass, John Brown, Clara Barton, Andrew Johnson, Susan B. Anthony, Sitting Bull, Ralph Waldo Emerson and Henry David Thoreau

8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

**Example:** Use Internet-based documents and digital archival collections from museums and libraries to compare views of slavery in slave narratives, northern and southern newspapers, and present-day accounts of the era.

8.1.29 Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

- 8.1.30 Formulate historical questions by analyzing primary\* and secondary sources\* about an issue confronting the United States during the period from 1754–1877.

**Example:** The Virginia Statute for Religious Freedom (1786), President George Washington’s Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848) and the Second Inaugural Address by Abraham Lincoln (1865)

\* primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)

\* secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet sources and nonfiction books)

- 8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, *Common Sense*, Washington’s Farewell Address (1796) and Jefferson’s First Inaugural Address (1801).

**Example:** The essential ideas include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience

- 8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

**Example:** The right to vote and the responsibility to use this right carefully and effectively, and the right to free speech and the responsibility not to say or write false statements

- 8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict, using a variety of information resources\*.

**Example:** Powers of federal government vs. powers of state government

\* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## **8<sup>th</sup> Grade Language Arts Standards**

- 8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

**Example:** Understand the meaning of *pickle* in a sentence, such as *The pickle was an important part of metal working*. Use a dictionary to help clarify the use of the word *pickle* in this context.

- 8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

- 8.2.6 Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.

**Example:** Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.

- 8.5.2 Write responses to literature that:

- demonstrate careful reading and insight into interpretations.
- connect response to the writer's techniques and to specific textual references.
- make supported inferences about the effects of a literary work on its audience.
- support statements with evidence from the text.

**Example:** After reading *The Giver* by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.

- 8.7.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

- 8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.

## **National Council Social Studies Standards**

- Standard 3 Historical analysis and interpretation
- Standard 5 Individuals, groups, and institutions
- Standard 10 Civic ideals and practices
- NCSS 2 Time, continuity, and change.
- NCSS 3 People, places, and environments.
- NCSS-5: Individuals, groups, and institutions.
- NCSS-6: Power, authority, and governance.
- NCSS 10 Civic ideals and practices. Citizenship in a democratic republic.
- CIVICED (9-12) I: What are civic life, politics, and government?
- CIVICED (9-12) II: What are the foundations of the American political system?
- CIVICED (9-12) V: What are the roles of the citizen in American Democracy?
- NCTE/IRA-1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the culture of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- NCTE/IRA-7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- NCTE/IRA-8: Students use a variety of technical and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.